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In reviews, written topical outlines are very helpful. The questions given should cause thought and bring out the student's real understanding of the text. In reviewing some subjects, it is interesting to give a topic for a written exercise using certain forms, as principal parts of strong verbs. When a word belongs to various classes or parts of speech, tests may be made of the pupil's understanding of how to classify words according to use, not form.

The teacher of grammar should be a person of broad cultivation and accurate scholarship, being well versed in Old English and German if possible. The teaching ought to leave room for conflicting opinions to be discussed, as well as for fixed principles to be impressed. The grammar class is a place for close thinking, clear insight, and for the liberality of view that true scholarship gives.

Some books that will prove helpful to the teacher of grammar are: Earle's *English Prose*; Sweet's *English Grammar, Logical and Historical* (Macmillan); Sweet's *Primer of Spoken English*; Baskervill and Sewell's *English Grammar*; Strang's *Exercises in English* (D. C. Heath & Co.); Buehler's *Exercises in English* (Harper's).

## LATIN AND GREEK

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The course of study outlined in Latin is practically what was recommended in the report of the Committee of Ten. It will be interesting to compare with this the recommendations of the Committee of Twelve, appointed by the American Philological Association, and their proposed four-year Latin course.

### PROPOSED FOUR-YEAR LATIN COURSE

(Five periods weekly throughout the four years)

#### FIRST YEAR

Latin lessons, accompanied from an early stage by the reading of simple selections. Easy reading: twenty to thirty pages of a consecutive text.

In all written exercises the long vowels should be marked, and in all oral exercises pains should be taken to make the pronunciation conform to the quantities.

The student should be trained from the beginning to grasp the meaning of the Latin before translating, and then to render into idiomatic English; and should be taught to read the Latin aloud with intelligent expression.

#### SECOND YEAR

Selections from Caesar's *Gallic War* equivalent in amount to four or five books; selections from other prose writers, such as Nepos, may be taken as a substitute for one, or at most two, books.

The equivalent of at least one period a week in prose composition based on Caesar.

Reading aloud and translating, together with training in correct methods of apprehending the author's meaning, both prepared and unprepared passages being used as material. The memorizing of selected passages.

#### THIRD AND FOURTH YEARS

Sallust's *Catiline*.

Cicero: six to nine orations (including the *De Imperio Cn. Pompeii*.)

Ovid: 500 to 1500 verses.

Virgil's *Aeneid*: six to nine books.

The equivalent of at least one period a week in prose composition based on Cicero.

The reading of Latin aloud. The memorizing of selected passages.

In Greek the course of study recommended by the Committee of Twelve is as follows:

#### COURSE OF STUDY RECOMMENDED IN GREEK

(Five periods weekly throughout the three years)

##### FIRST YEAR

First and second terms: Introductory lessons.

Third term: Xenophon's *Anabasis* (20 to 30 pages); practice in reading at sight and in writing Greek; systematic study of grammar begun.

##### SECOND YEAR

Xenophon *Anabasis* (continued), either alone or with other Attic prose (75 to 120 pages).

Practice in reading at sight, systematic study of grammar, thorough grammatical review, and practice in writing Greek, both based on the study of books I and II of the *Anabasis*.

##### THIRD YEAR

Homer (2500 to 4000 lines); *e. g.*, *Iliad* I-III (omitting II, 494-end), and VI-VIII.

Attic prose (33 to 40 pages), with practice in writing Greek; grammar; practice in reading at sight.

NOTE.—If preparation for an advanced examination in Greek composition is not desired, the course may be reduced by one lesson a week for the first year.

The amount of Homer suggested in this report is considerably more than has been outlined for the report to this association. For this reason we think it entirely practicable to cover all the ground we have outlined in two and a half years. Teachers will exercise individual preference in arranging certain questions of detail. Such are, for example, the order in which Virgil and Cicero should be read; the amount of Ovid that should be read before Virgil; the extent to which Nepos or Eutropius or other prose should be allowed as a substitute for Caesar. Leaving these matters aside, let us consider some more practical suggestions as to the true aim and method of classical teaching in the school.

1. *Pronunciation*.—The first year is all important in the acquisition of a correct pronunciation. By correct pronunciation of Latin is, of course, meant the Roman method. Attention must be paid to the quantity of every vowel. The question of quantity is not so troublesome in Greek, but variations of accent are more annoying. In Latin hidden quantities must receive due attention. The use of the ear is all important. The teacher should pronounce every word for the pupil and should never give an incorrect pronunciation. Avoid incorrect accents in giving inflections. The tendency to accent the changing syllable is almost irresistible. Give abundant practice in reading aloud and insist on a correct and intelligent expression. It is well sometimes to defer this exercise until after translation and explanation of the sentence or passage, in order that a more correct intonation may be secured. It is also well to have unprepared passages read aloud in order that the pupil may be forced to find his way to the meaning of the sentence through the very sound of the words. A failure to comprehend the meaning will inevitably betray itself in expression.

2. *Forms*.—The mastery of forms is not easy; especially do the Greek forms occasion the pupil great annoyance. And yet, without this mastery, the road to all progress is blocked. Constant repetition is an absolute necessity here. After the regular paradigms have been mastered, join phrases, as a noun and an adjective, or call for special cases or tenses without allowing complete inflection. Call for a form sometimes by giving its English translation, rather than by naming it. An abundance of written work is needed in learning Greek forms. Accuracy as to breathings and accents must be rigidly demanded.

3. *Vocabulary*.—The acquisition of a vocabulary is unfortunately much neglected in American schools. From the beginning pupils are taught to use special lexicons, and they continue looking up the same word day after day as often as they meet it. It would be genuine economy of time to learn these words once for all. In earlier centuries, when Latin was still spoken, the memorizing of lists of words was a large part of the school work. Sturm gives the following directions to a teacher:

"Nihil videatur in corpore hominis, nihil in pecudibus, nihil in culina, in cella vinaria, in cella frumentaria, ad coenam quotidianam nihil adferatur, nihil in hortis conspiciatur herbarum, fruticum, arborum, nihil in scholis sit usurpatum, nihil in bibliotheca, nihil in templis frequentatum, nihil in coelo census quotidie hominum moveat, quod pueri tui, quoad eius fieri poterit, non queant latino nominare nomine."

Teachers of today have gone to the opposite extreme. Some beginners' books include only a few hundred words taken exclusively from Caesar or the *Anabasis*. This is all wrong. The first years of language study are a favored time for providing the necessary equipment for future reading. The following wise directions are taken from the report of the Committee of Ten:

“(a) Special vocabularies attached to special exercises or selections should in no case be committed to memory before the study of such *pensa*, but should be used for reference first, and memorized last of all; that is, words should be studied in a sentence before they are studied in isolation. Not only is the immediate tax upon the memory in this way lightened, but the impression is more lasting. (b) Related words should be grouped together as fast as they occur. Five words obviously related in form and meaning can more easily be learned and remembered than one word in isolation. (c) The comparison and discrimination of nearly synonymous words (to be made, however, only as they occur in the learner's actual experience in reading) aids by giving definiteness and individuality to each. (d) And, finally, the greatest auxiliary is the habit of constant observation of the different applications of the same word. Students seldom know more than one English rendering for a Latin word, or more than one Latin rendering for an English word—a state of things due in part to the want of the habit just referred to, but in part also to an undue insistence, at the earliest stages of study, on the memorizing of the one particular meaning that happens to be given in the text-book. This memorizing of one meaning is, in fact, what many teachers mean by ‘mastering’ a vocabulary.”

4. *Mastery of material*.—By this is meant a complete command of all the ground gone over. The pupil should grow daily more familiar with the language and reader in its use. To this end oral and written work must be constantly employed. Combine familiar words into new phrases and demand instant oral translation. Give English phrases never seen to be put into Latin. The mechanical translation of the set Latin and English exercises printed in the book is often a sheer waste of time. Close the book, make new sentences out of the old material, and every mind will be kept alert and every ear will be trained. This should be kept up through every stage of the course. A further aid to this mastery of the language is found in memorizing phrases, sentences, and short passages. The pupil should keep a notebook into which he may enter phrases of all kinds, the same to be carefully memorized. This practice secures permanently knowledge that would otherwise pass away, and makes reading and writing the language easy and agreeable.

5. *Syntax*.—The work in syntax should begin with general principles, developed as rapidly as they are applied in exercises or in reading. The old practice of memorizing the grammar needs to be modified. The pupil should be made to feel the bearing of syntactical knowledge on the understanding of the text. It is profitable to compare Greek and Latin constructions, noting the individualities of each language. Much of the best drill in syntax can be given through written exercises. Good teachers will avoid converting reading lessons into pure syntactical exercises. Caesar's *Commentaries* were not written solely to illustrate the use of *cum* or the laws of *oratio obliqua*. At the same time pupils should be well grounded in the

general laws of Latin and Greek syntax before they are sent to college but this should not be done by making drill-books of Homer and Virgil.

6. *Translation.*—Translation should always be by entire sentences or, passages, and never word by word. At first literal renderings may be allowed, but effort should be speedily made to lead the pupil to a correct, idiomatic, and even elegant English phraseology. Too often there is heard in the class room a manufactured jargon that is as far from good English as Latin or Greek. Expressions chosen should be natural and in good usage. Avoid English derivations of Latin words. The terms "secure, vile, office, acts, fatal, famous, conscience," for example, would generally be very unsatisfactory renderings of their originals. Render participial phrases by full clauses; do not translate every purpose clause by "in order that;" pay special attention to the connectives of sentences and to the commonly unnoticed particles. Encourage a pupil to break a long sentence into several shorter English ones, change active to passive or passive to active. Frequently the preservation of the order of the original is a matter of greater importance than the reproduction of grammatical relations. The teacher should not content himself with the correction of single words, but should frequently give carefully prepared versions of long passages or the whole lesson. An occasional reading from some literary version will be an inspiration to the class.

7. *Written exercises.*—Written work should be carried on at every stage of the preparatory course. In no other way can Greek forms be mastered or the niceties of syntax appreciated. The use of reflexives, the force of sub-junctives, the construction of different verbs with different cases, and many other similar points, are only realized when approached from the English side. There are various methods of teaching prose composition. Selected sentences illustrating constructions are valuable for syntactical work. Connected passages based on the text are more interesting and give the pupil a better command of the language. Occasionally it is well to give English extracts not arranged for translation. Passages translated from some good prose author can be set for retranslation. This is especially recommended for sight work. Careful attention should be paid to the order of words; the pupil should be led to feel the significance of this order and not regard it as a Chinese puzzle. Let mistakes be carefully corrected and explained, and let the pupil be aided by suggestions of improved forms of expression.

8. *Sight Translation.*—This exercise affords an admirable test of the work done. The pupil who has learned his vocabularies, who has mastered his forms and principles of syntax, who has been taught to handle Latin or Greek familiarly by frequent oral work, will not hesitate when he meets a new piece of text. Frequent practice will give confidence. It is not necessary to use a special text for this work. The author that is being read in

class will afford the best material for this exercise. Fresh passages taken up in this way afford the very best opportunity for applying lessons previously learned as to syntax, order, and meaning of words, related words, etc.

9. *Understanding Latin and Greek.*—To understand a text without translation is the highest test of classical scholarship. This ability is always sought after by students of modern languages, and students of the classics should be satisfied with nothing less. The practice of sight translation will lead to sight understanding. It is helpful to put a sentence on the black-board word by word, watching its meaning at each step and foretelling its construction as each phrase advances. Reading aloud a new passage forces the pupil to seek the meaning directly and not through the medium of translating. An excellent practice is for the teacher to select an easy passage—fable or story—and read it aloud, demanding at its conclusion a translation and a reproduction in the original language.

10. *Reading Hexameter.*—In order to read Homer and Virgil some instruction must be given in prosody, but the pupil must be brought away quickly from mechanical rules to a metrical reading of the text. Minute rules of quantity are a weariness to the flesh and profit little. A correct pronunciation of Caesar is the best possible preparation for the reading of Virgil. It is not a difficult thing for a pupil to learn to read hexameter correctly at sight. The chopping up of every line into feet with a collapse of the voice at the end of each verse is as bad as no knowledge of meter.

11. *General Work.*—We must finally never forget that the aim of classical study is to get to the heart of a great literature, to learn something of the life and character of two great nations. Hence, attention must be given at every stage to questions in history, geography, biography, mythology, and antiquities. It is not necessary to use special manuals for these subjects, as the best school editions of Homer, Caesar, Virgil, and Cicero are usually well supplied with notes on these topics. But the teacher must see to it that this material is utilized. The school library should also be well supplied with books that may be used by the pupil in such work and the teacher should show and require their use. In many schools and colleges the classics have ceased to be the humanities. If Homer and Virgil cease to charm, the fault lies with the teacher, not with the pupil. The following works will be found helpful to the teacher of the classics:

*Helps for the intelligent study of College Preparatory Latin*, by K. P. Harrington.

*The Art of Reading Latin*, by W. G. Hale. Ginn & Co.

*The Study of Latin*, by E. P. Morris. D. C. Heath & Co.

*Aims and Methods of Classical Study*, by W. G. Hale. Ginn & Co.

Eckstein: *Lateinischer und griechischer Unterricht*. Leipzig, 1887.